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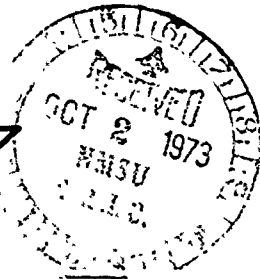
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ABSTRACT

The report of the Washington State migrant program's sixth year gave evidence of progress in providing educational and health services to migrant children. During Fiscal Year 1972, the program served more than 8,700 migrants in 197 schools in 43 districts. Funded by Title I, Elementary and Secondary Education Act (ESEA), program objectives were to develop English language skills and to meet necessary physical and mental health needs. The Migrant Transfer System, also under the program, provided schools with pertinent data that allowed students to be placed in appropriate educational programs. Recommendations pertained generally to program management, such as placing the burden for summarizing data achievement at the project rather than individual level. Program finances, personnel, procedures, and facilities were also described.
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**ESEA
Title I
Migrant**

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Washington State

Annual Report and Evaluation

**Education Programs
For Migrant Children**

R007224



Louis Bruno, Superintendent of Public Instruction, Olympia, Washington 98504

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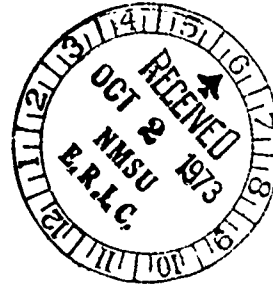
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C O M P A R A B I L I T Y

When a migratory child is attending school in a district in which Title I comparability rule is in effect, he will, of course, receive all benefits accruing from this rule. If this school is also funded by the AEA from Title I Migrant Program, the child will receive supplementary services over and above those provided to other students. Comparability rule will probably not apply in summer projects.

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ANNUAL REPORT
AND
EVALUATION



Washington State Migrant Programs
Implemented Under Title I, Public Law 89-750

1971 - 72

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I N T R O D U C T I O N

The Washington State Program for Migrant Education is in the sixth year under the compensatory education funds made available through Title I of the Elementary and Secondary Education Act, as amended by Public Law 89-750. Progress has been made toward meeting the needs of the migrant child who has moved with his family from one school district to another during the past year so that the parents or other members of his family might secure employment in agriculture or in related food-processing activities.

We know that these migrant children are getting much needed individual attention and categorical aid when they are in attendance in migrant project schools. They are being served by highly trained and committed staff members who are sincerely interested in meeting the needs of migrant children. Further assistance is being rendered by Migrant Education Consultants as a result of this program. In addition, a complex record system has been developed that helps keep pertinent information on migrant students available as they move around the country.

The reader will find evidence in this report that progress is being made. He will also note that definitive evidence is not always available, and that no clear and consistent accountability system has emerged. However, accomplishments have been made here too. Local agencies are now attempting to document their needs, to write objectives aimed at reducing identified deficiencies, and to evaluate their progress. However imperfect these efforts may still seem, we are moving in the direction of more accountability.

We must recognize that the Migrant Education Program in the State of Washington is a program dedicated to providing services to migrant children--services which are more critical to them because of their migratory pattern of life than to most other children.

The schools and communities are to be commended for their efforts to insure that these needs are met. Through their efforts and their utilization of appropriate classroom methods and materials, the migrant students who enter the State of Washington are being offered the best educational opportunities now available.

T H E L O C A L E

The Washington State education program for migrant children operates in 10 of the 39 counties of the State, and in 4 of its 7 congressional districts.

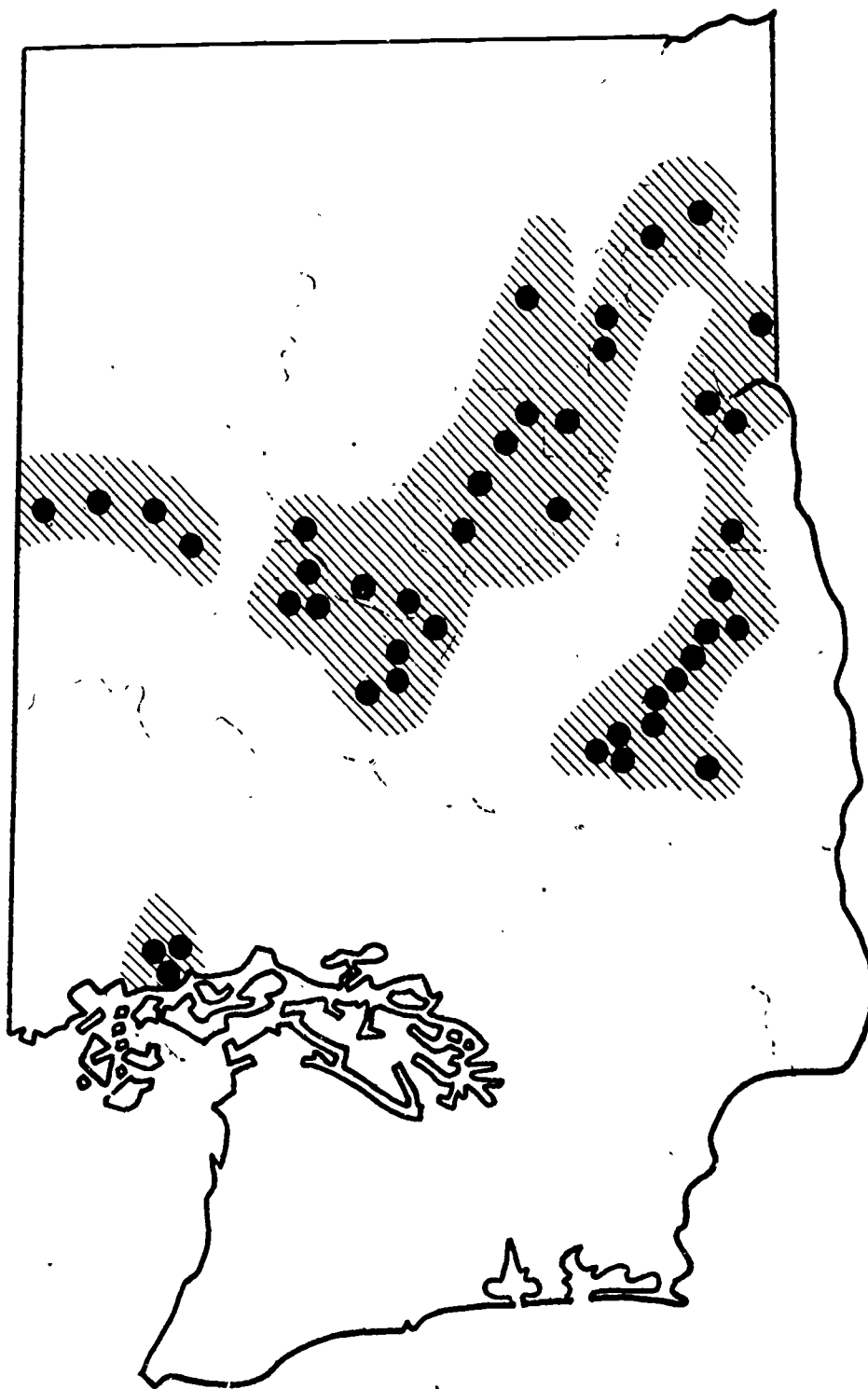
The agricultural areas of the State determine the location of services to migratory farm workers and their children. Only the river valleys and the flat table lands are tillable and irrigable. These areas are located mainly along the Yakima and Columbia Rivers and their tributaries. A large upland area is in the central part of the State known as the Columbia Basin. The Counties involved include Yakima, Benton, Franklin, Grant, Adams, Walla Walla, Columbia, Chelan, Douglas, and Okanogan. A few migrants also work in Skagit and Whatcom Counties.

The economies in all of these areas are related largely to agriculture. The migrant workers, both in the fields and in related industries, are members of four distinct ethnic groupings. Americans of Mexican descent and Anglos comprise the primary populations. A few American Indians also migrate to harvest crops, and some Blacks are employed in agricultural jobs near larger farm communities.

Early in the spring, migrant labor is used to harvest asparagus. In almost a sequential pattern, activities follow: Stringing hops, planting and thinning sugar beets, harvesting early vegetables and soft fruits, and harvesting hops, potatoes, corn, bulbs, and hard fruits. The season may end with the sugar beet harvest, or apples in the valleys in the North Central portion of the State.

The trends are rapidly progressing toward mechanization, leaving fewer stoop labor jobs in the State. Fruit is being grown on dwarf trees which require less labor to harvest. As a result, many migrant families drop out of the "streams" each year and try to settle instate. Though migrant children may as a result participate in a more regular and sequential educational program, many of them will continue for a few years to need compensatory programs through which they may gain lost experiences and instruction.

STATE OF WASHINGTON



KEY

● Migrant Education Project Sites

▨ Agricultural Areas with Migrant Populations

DISTRIBUTION OF EDUCATIONAL PROJECTS
for
CHILDREN OF MIGRATORY FARM WORKERS
During 1971-72

THE EDUCATIONAL SYSTEM

The Migrant Education Program under Title I of Public Law 89-750 served more than 8700 settled-out and/or "true" migrant children during Fiscal Year 1972 in 197 schools in 43 school districts. The schools comprised grades K through 12, although the majority of children served were in grades K through 8.

The school systems implementing migrant education projects ranged in size from 88 total enrollment at Orondo to almost 13,000 at Yakima. The Migrant projects served migrant children in group sizes ranging from 8 at Starbuck to 998 in Sunnyside. (Statistics from the month of May, 1972.)

THE FINANCIAL STATUS OF THE SCHOOL SYSTEMS

The state school systems have depended less and less upon state funds over the past few years. Although the national trend has been that the state share of public finance has been growing faster than the local share, it is just the reverse in the State of Washington. The percentage of state support in Washington has declined from 63 per cent in 1962-63 to 50.5 per cent in 1970-71. The level of state support in Fiscal Year 1971 had not been calculated in final form at the time of completion of this report.

NEEDS ASSESSMENT

The needs for a compensatory educational program for migrant children in the State of Washington had been recognized for several years by many people and agencies. Prior to any federal funding, private funds were sought for pilot projects implemented in two areas of the State. After OEO funds were available, several schools implemented projects through direct funding with that agency. In early 1967, the State Office of Economic Opportunity contracted for a survey of migrant farm workers in Washington State. Almost without exception, the recommendations for migrant education programs have been implemented and expanded since that time to meet the needs identified by the study and others since identified.

Assessment of needs of migrant children has continued through the involvement of teachers, program directors, administrators, and parents. A State Advisory Committee has met many times to discuss the needs and to recommend program changes over the past four years. A strong emphasis and priority has been placed upon contact with the migrant families and the establishment of local advisory committees. Although these committees or councils were not always as representative of the target groups as they now are, they served their purpose well. As school boards and administrators learned to trust parent councils to recommend, plan, and evaluate programs implemented for their own children, the needs are being better met.

SCOPE OF THE PROGRAM

The Washington State Program for Migrant Education included objectives aimed at the development of English language skills, and for meeting the necessary physical and mental health needs. In addition, consultants were provided to assist local agencies in all phases of their programs, as well as to assist with the full participation in the Uniform Migrant Student Record Transfer System.

Beyond these, two centers operated to serve the program needs in the area of training certificated staff, as well as teacher aides. The centers also serve as instructional materials centers where materials are gathered, developed, and/or distributed. These centers frequently operate beyond regular school hours. In addition to the above activities, the staffs at these centers are involved with such activities as presentations to interested groups and publication of a newsletter. Also, new and innovative migrant education programs such as the Model to Discover Unrealized Student Talents (DUST) are developed.

Statistics collected for the regular 1971-72 school year indicate that over 8700 migrant children in grades K-12 were served in academic programs, and approximately 1500 more during the summer.

PERSONNEL

During the regular 1971-72 school year, there were special academic programs for migrant students in 40 school districts in Washington State. Complete statistical information was received at the conclusion of the program from 34 of these programs. Figures for the other eight districts were taken from their grant applications, so there may be slight inaccuracies. All ethnic breakdowns are based only on the 34 districts that reported complete information. No ethnic information was available from the other six.

The total migrant program involved 936 teachers, 314 aides, 56 counselors, 111 administrators, 42 home visitors, and 282 volunteers. Minority populations were represented in these classifications according to the following percentages:

Of staff employed to operate the State Migrant Education Program, Mexican Americans comprised 1.5 per cent of the teachers, 44.9 of the teacher aides, 43.2 of the home visitors, and 3.6 of the counselors. Statewide, percentages for Indians included 1.3 of the teachers, 3.7 of the teacher aides, 12.3 of the home visitors, 3.6 of the counselors, and 0.9 of the project administrators. Blacks comprised 0.1 per cent of the migrant program teachers, 0.7 of the teacher aides, 7.4 of the home visitors, and 1.8 of the counselors.

Summer school projects operated in fifteen school districts. No specific statistical breakouts were collected from these programs. However, there is no reason to suspect that substantially different staffing patterns would have taken place in the summer programs, except that because of summer availability more teachers of the same ethnic background as the children were employed during the summer.

In addition to these staff, professional staff also maintained and operated the Center for the Study of Migrant and Indian Education at Toppenish and the Migrant Educational Media Center at Moses Lake. Information on these components will be found in the attached appendices.

The general pattern of the regular term projects in the schools was an integrated program in which migrant children were placed with children their own age in regular classes. In cases where children were bilingual but teachers were not, bilingual aides were placed in the classroom. Children were instructed by the teachers and/or aides in small groups or as individuals. Many programs provided specialists who instructed the migrant children in language development skills--including reading. These projects were in conjunction with and over

and above the regular school programs, while the summer schools were, almost without exception, operated as the only school in districts during the summer.

Regular-term programs were for nine months, or for as long as the migrant children were in the area. Summer projects ranged from four to seven weeks.

Staff members were recruited to serve the specific objectives of the projects. Whenever training was needed, it was provided through the Centers or the school districts implementing the projects.

One of the main difficulties encountered was in the recruitment of bilingual certified teachers and counselors. Because of this, para-professionals who were bilingual were recruited and trained to work with the monolingual professional staff.

PROCEDURES

The period of time covered by this report is from September 1, 1971, through August 31, 1972. Separate reports will be found in the appendices for the Center for the Study of Migrant and Indian Education at Toppenish, Washington, and a second center, whose activities are located at Moses Lake, Washington. These centers served primarily the two main areas where migrant children's education's education programs are implemented--in the Yakima Valley and the Columbia Basin. Many services were extended to all districts serving migrant children.

The migrant children's education programs were in the existing and regular school buildings with the exception of cases where an unusually heavy influx of migrant families made it necessary to provide relocatable buildings for the purpose of instruction.

Two consultants were employed by the state agency to work in the program full time, visiting each project several times during the duration. Besides monitoring activities, these consultants worked with the various districts in planning projects, assisting with parent council formations, the dissemination of information, and in helping teachers and others understand the various cultures with which they were working.

As a result of these reviews of the projects, changes were frequent in order to better meet the changing needs of migrant children. Flexibility was built into the projects in this way.

Consultants from the Centers and the State agency gave inservice training to teachers and aides. Some of this training was delivered to individuals, small groups, or teachers from several districts at once. Many inservice courses, some of which were for college credit, were taught at the Centers through extension classes.

ACTIVITIES OR SERVICES

The migrant student education projects were primarily for the purpose of delivering compensatory instruction and services which were designed to provide students with equal opportunities. Students who were behind academically were assisted in catching up. If other services, such as special counseling, health, or nutrition were needed, these were provided. The over-all objective for equal opportunity in school may have required such additional assistance as payment of special fees, the purchase of special materials, or emergency medical attention. These services were typically provided to the migrant students in the various projects.

Most projects delivered services to the migrant child on an individual basis. Even when children were in regular classrooms, special and individual attention was rendered through the teacher-supervised aides or through the services of specialists. Special reading teachers, tutors, nurses, counselors, home visitors, and others delivered services as needs of individuals were identified.

Typical mixed classes were instructed by regular certificated teachers, assisted by an aide, at least part of the day. The aide worked with individuals or small groups in drill work, using games and other special equipment. During part of the day, individuals or small groups may have gone to another area to receive special reading instruction from a specialist, or tutoring by a paraprofessional or specialist.

All projects of any size included the services of home visitors who were able to relate well with the families of migrant children being served. In some projects, teachers also visited the homes. Bilingual persons were used where the migrant families were predominantly bilingual (English and Spanish). The home visitor program was on a positive basis. In other words, the home was visited to impart good news about the school program and the progress of the migrant children in it, more often than for the purpose of relating "bad" news. Many schools devised various ways of getting parents involved at school. Some fiestas or pot lucks and programs were sponsored for the purpose of acquainting parents with the program. The regular reporting system was used for those who stayed through the reporting period. All migrant children enrolled were placed on the Uniform Migrant Student Record Transfer System. The home visitors were of prime importance to all of these activities.

Children who came into the projects speaking only Spanish, or who were more proficient in Spanish than English, were instructed in Spanish with emphasis upon developing the English language. Through the use of both languages, concepts were clarified and strengthened, and students felt accepted and secure in the learning activities.

By having aides or other specialists in the school who were of the same ethnic background as the Chicano or Indian students, motivation was more possible. Students then had an adult with which they shared something in common, and from whom they could more readily accept assistance and guidance.

INSTRUCTIONAL EQUIPMENT AND MATERIALS

The instructional equipment and materials used most in migrant programs were those that allowed the greatest flexibility and possibility for development of individual growth. Because migrant students are so transient, materials had to be ready and available that could be used quickly and easily.

The two centers produced some materials. Also, several projects developed their own learning packages. Primarily, however, commercially developed materials were used. Examples of these include: Hoffman Readers, Peabody Language Kits, Language Masters, Continental Work Sheets, Consonant Picture Cards, Language Games, tape cassette players and cassettes, filmstrips, flashcards, Sullivan Reading Materials, Systems 80, DISTAR, loop films, and realia.

In the testing area, as many different methods were tried as there were programs. A variety of group standardized tests such as Metropolitan, California, and Stanford Achievement Tests were used, as well as several others. In addition to these, most programs created their own methods of assessment which matched their particular instruction. Although summarizing teacher-made test results is difficult if not impossible, these tests seemed to be the most satisfactory indicators, at the project level, of the progress that was made. Reading inventory tests were quite commonly used. Rather than depend solely upon pre- and posttesting, frequent interval assessments of progress were made.

BUDGET

The primary source of funding for this program was Title I Migrant of Public Law 89-750. Total expenditures during Fiscal Year 1972 for the Washington State Program for Migrant Education were approximately \$1,883,140. Of this total, \$1,149,615 was for regular term programs, and \$231,724 was for summer programs. A sum of \$440,861 was used for the records terminals and centers at Toppenish and Moses Lake. Finally, \$60,900 was allocated in direct contracts for consultants, monitors, and the advisory committee.

In addition to these specific monies, the migrant program received assistance from a variety of other sources. Twenty-two projects specifically mentioned their cooperation with their district's regular Title I program. Also, three mentioned assistance from County Health Departments, two each from NDEA Title II and Title III, three from state URRD monies, one with an ISD health program, and three from various other community agencies. The Toppenish Center was jointly funded with Johnson-O'Malley funds.

Although no actual dollar amounts are assigned to these outside sources, their assistance has added substantially to the total level of support rendered to Washington migrant students.

PARENT-COMMUNITY INVOLVEMENT

All local education agencies planning migrant children's education projects are required to have appointed, or elected, a parents' council for the purposes of advising the school directors in planning, implementing, and evaluating migrant education projects. The majority of the LEA's have complied with this regulation, although some of these councils have remained relatively inactive. (No projects for Fiscal 1973 are being funded without compliance with the PAC requirement.)

Typically, LEA's met with parents about once every two months. A few held regular monthly meetings. The highest number of parent meetings within one project was reported to be 14. The purposes of the meetings were to plan the local projects, to give and receive input as to the progress of the projects, and to assist in the evaluation.

Community groups such as the Campfire Girls, Boy Scouts of America, and volunteer groups from some churches participated in various projects. Other agencies that have participated include county health departments and community social service agencies.

The communities have been kept informed through local newspapers, television, the regular publication of IMPELL by the Center at Toppenish, and through the home visitors in each project area. The home visitors are considered to be the most effective means of communicating with parents. Also, when parents were not able to understand English, written and oral information was provided in Spanish in many of the project areas.

The two program consultants and the records system supervisor placed in the field by the State agency were also effective in disseminating information to the public. They visited homes, attended meetings of migrant families, and addressed various civic groups, classes, and forums throughout the State, and even in other states upon occasions.

EVALUATION RATIONALE

Every local educational agency which participated in a migrant compensatory education program was expected to implement, manage, and evaluate its own project according to its own defined needs. The State of Washington, in its grant application, listed five specific needs with several subdivisions of each. State objectives were developed around these needs. These state needs and objectives served as guidelines for local districts; however, local districts were not limited to those areas specifically identified by the State. Each grantee was responsible for its own evaluation and reporting of results to the funding agency for the State of Washington. As might be anticipated, the type and quality of reported results vary widely between projects according to the availability in the local education agency of personnel skilled in the area of program evaluation.

Today's educational programs are so complex that efforts at any serious research are difficult, if not impossible in most situations. In his discussion about Title I programs, David H. Cohen¹ states: "The experimental approach requires a degree of control over school program which seems incompatible with the other purposes of Title I." He goes on to say that Title I has been designed as a major operating program, and that efforts to carry out systematic research and development would generate opposition at the state and local educational agencies, and in the Congress. These problems are compounded even more in the programs for migrant students. It is not uncommon for student enrollments in these programs to undergo an almost complete change during the months of program operation.

¹David H. Cohen, "Politics and Research: Evaluation of Social Action Programs in Education," Review of Educational Research, Vol. 40, No. 2 (April, 1970), pp. 213-238.

Egon Guba² discusses some of the problems related to evaluation at different levels (i.e., local, state, national). He contends local agencies try to focus on behavioral objectives for the individual student, the classroom, or the school building. However, at the statewide level, it makes little sense to focus on behavioral objectives. Guba goes on to talk about what he calls faulty aggregation. This alludes to the problem of summarizing data obtained at the local level. The information required by the local project simply "jams the wheels" at the state or federal level. At the same time, while reports of these data may be entirely sufficient for the LEA, they may not contain sufficient information that is of vital concern to the state agency.

This evaluation report is limited by all of these problems. Each of the reports submitted by local educational agencies has been studied. In trying to summarize programs across the State, it simply does not make sense to try to list and respond to all the varied objectives of each program. Hence, this report will discuss primarily those aspects of the local programs which speak to the specified objectives of the State's program. At the same time, some common elements and general problems reported by the local agencies will be reported.

OBJECTIVES

The State of Washington has established a variety of objectives in its Program for Migrant Education. Many of these, such as inservice education for staff, development and dissemination of materials, and implementation of special programs were accomplished through the Center for the Study of Migrant and Indian Education at Toppenish, Washington, and the Migrant Education Media Center at Moses Lake. Separate information on these Centers can be found in the appendices.

Four broadly stated objectives served in focusing local education agency programs upon related, but more specific, needs and objectives. These are:

Language Development

To develop English language usage for all migrant children attending regular and/or summer school terms in all districts of the State enrolling migrant children, raising them from their present skill levels to a level of average academic performance at least equal to the average of children of the same

²Egon G. Guba, "The Failure of Educational Evaluation," Educational Technology, vol. 9, no. 5 (1969), pp. 29-38.

age and at the rate of from 9 to 13-1/2 months gain in language development (vocabulary, thought expression, word-attack skills, and reading comprehension) in 9 months of school attendance.

Health

To discover and meet the immediate physical (and mental) health needs of at least all school-age migrant children residing in all school districts, enabling them to participate in all school and other activities in as normal a manner as possible.

Record Transfer System

Through the services of a consultant and a Migrant Student Records component, provide the schools with pertinent and useful data for each migrant student, enabling the schools to place the students in educational programs which best fit their needs.

Project Monitoring

Through the full-time services of two consultants who will work directly with the schools with individual projects, provide monitoring of all migrant educational projects for the purposes of insuring viability and project effectiveness; project planning assistance and instruction to project schools and institutions; inservice instruction to parent councils and project staffs; coordination and information dissemination between migrant programs and other migrant-serving agencies; and ongoing evaluation of migrant educational projects being implemented over the entire State.

PARTICIPANTS

All recorded data represent one-pupil population--migrant school-age children attending public schools in the State of Washington. As such, the data reported herein are supplied by the individual projects by means of year-end evaluation reports or upon special request by the Office of Migrant Education. It must be understood that the migratory nature of the population served precludes the projects from gathering testing or other formal assessment data which may be truly representative of the total population of migrant pupils. The data presented herein are simply that data which were on hand and usable by the projects at the termination of funding for the reporting period. Partial data (e.g., where these were pretest scores only) were not considered usable and therefore were used only as an indicator which was in support of the data obtained and analyzed.

The nature of compensatory programs as defined provide for program support beyond that which may be provided locally and by other service agencies. The additive nature of compensatory programs makes it impossible to determine the isolated effect of program impact upon the target population. The program data presented represent the combined effects of regular school program, Title I, ESEA, State-supported Urban, Racial, Rural, and Disadvantaged programs, and of other federal, state, and local programs available to school districts. All school-age migrant children in the State are eligible to receive direct or indirect support from any one or all of these programs, as well as support from the State Migrant Program.

The State Migrant Education Program served approximately 8700 pupils during the regular school term, the majority of whom were located in four large farming areas of the State: Northwestern Washington, the Okanogan and Wenatchee areas of North Central Washington, the Yakima River Valley of South Central Washington, and the Columbia Basin of Central Washington. These are rural areas and, with the exception of Wenatchee, Yakima, Kennewick, and Moses Lake, typically represent small school districts in terms of the numbers of children served. The impact of large numbers of migrant children in the fall and spring of the year is a burden upon these small districts which must provide equivalent educational services.

The State Program provides compensatory services to all school-age children entered in public school, and also coordinates with other services available to preschool-age children and the migrant parents. However, the typical focus of most projects is upon those children in grades K through 6. The age range for this group is generally five years to thirteen years, but a few are older.

Migrant children typically show tested academic achievements below that which would be normally expected from the state or national average for children of equal age. As the State Program for Migrant Education is based upon these demonstrated academic deficiencies, migrant children who do not display these deficiencies are not eligible for support in compensatory programs. Therefore, the population served by this program must, by definition, be academically deficient, have poor school attendance, be culturally different, are economically dependent upon harvesting crops, and are often of different ethnic backgrounds from the normal school population resident within the district serving their educational needs.

STATUS OF PROGRAM ACCOMPLISHMENT

Migrant Programs were implemented in 43 separate school districts in the State of Washington. Two of these were records centers only, and one was a workshop sponsored by an intermediate school district. In addition, the two previously mentioned centers were operational.

One of the real difficulties in trying to summarize migrant programs was the reporting form used by the State. This form (State Form M-338) is shown in the appendix, and was required to be used for the final report for all projects in the State. Under Item 3, Project Recap, the activities or services were supposed to be listed, along with an indication on the degree of success. Unfortunately, although there was no mention in the reporting form that these activities or services should relate directly to the stated objectives of the program, the technical-assistance workshops prior to proposal writing did stress this point. Even so, much of the information provided was not particularly useful in assessing accomplishment of individual program objectives. Several districts, on the other hand, reported beyond the State's required format, resulting in a more thorough job of reporting.

In spite of these problems, it does not mean that no accomplishments have been reported. On the contrary, a great variety of positive services and activities have been provided to the migrant children in the State of Washington. It is hoped that the summarizing comments on the following pages can generate at least some of the feeling for the many excellent programs throughout the State.

Aside from administering the financial aspects of the migrant program, the State Office of Migrant Education provided to LEA's services relevant to the Record Transfer System and project monitoring. These were process objectives designed to provide assistance in development of local expertise in project management, project evaluation, instructional services, project planning, project coordination with local resources, and information dissemination. Largely, these processes took the form of migrant data dissemination, through the Uniform Migrant Student Record Transfer System, inservice workshop training for administrators, migrant parents, project staffs, and communities, in addition to onsite consultation, monitoring, and evaluation.

The next few pages deal specifically with the evaluative information collected regarding the four previously stated objectives of the State's program.

Objective: Language Development

To develop English language usage for all migrant children attending regular and/or summer school terms in all districts of the State enrolling migrant children, raising them from their present skill levels to a level of average academic performance at least equal to the average of children of the same age and at the rate of from 9 to 13-1/2 months gain in language development (vocabulary, thought expression, word-attack skills, and reading comprehension) in 9 months of school attendance.

Evaluation: Sixteen districts provided some form of pretest and posttest achievement data which was usable. This included information on a total of 816 students. Large amounts of additional testing was reported. However, much of it was teacher made, or criterion-referenced, and was impossible to summarize in a meaningful manner. This statement is not intended to challenge the procedure; rather, to indicate why not more than sixteen districts could be summarized.

All districts used some area of reading activities to report progress. In many cases it was the total reading score from an achievement battery. Sometimes a comprehension or vocabulary subtest was reported. In a few instances no indication was made of which scores were being used. Another confounding factor was that different tests were sometimes used in a project for different students, or between pretest and posttest. Many used a continuing periodic assessment of progress. The common element is that grade equivalent scores were reported in almost every case. It is therefore possible to look at changes as evidenced by mean grade equivalent scores at two times during the projects. Since the data has already been reduced twice, no other parametric statistical tests seem justified.

A variety of testing instruments have been used to assess progress. Among those used were:

- Wide Range Achievement Test
- Metropolitan Reading Readiness Test
- Peabody Vocabulary Test
- Lee-Clark Reading Test
- Peabody Individual Achievement Test
- California Achievement Test
- Gates-MacGinitie Reading Test
- Stanford Achievement Test
- Metropolitan Achievement Test
- Durrell-Sullivan Reading Test

Due to the different lengths of time between pretest and posttest in each project, a growth rate was calculated per month, and then projected to a nine-month school year. Through this procedure, the actual change in a regular school year can be projected for each project, and a more meaningful summary can be made. The following chart summarizes the reported achievement from these sixteen districts.

<u>District</u>	<u>Number Of Students</u>	<u>Average Growth In Grade Equivalents</u>	<u>Time In Months Between Tests</u>	<u>Average Projected Growth For 9 Months</u>
A	17	.9 year	3	2.7 years
B	145	1.0 year	8	1.1 years
C	56	.6 year	2.5	2.2 years
D	11	.5 year	3	1.5 years
E	15	.6 year	2.5	2.2 years
F	54	.7 year	9	7 months
G	39	1.3 year	9	1.3 years
H	112	.3 year	9	3 months
I	34	.8 year	9	8 months
J	46	.6 year	7	8 months
K	15	.8 year	3.5	2.1 years
L	10	.2 year	3	6 months
M	14	.9 year	9	9 months
N	187	.6 year	7	8 months
O	44	.6 year	9	6 months
P	17	.4 year	1.5	2.4 years

In summarizing this data, the most defensible method for averaging would be the use of a weighted mean. Using this technique, it is found that the 816 students grew a total of 831.10 academic years. Dividing total growth by total students, the mean amount of growth for the 9-month school year is slightly over one full year for each student.

Based on this summary, it would appear that the achievement objective was met. Though only sixteen projects have been included in the summary, these 816 students represent almost 10 per cent of those served, so should be somewhat representative of migrant students throughout the State.

Objective: Health

To discover and meet the immediate physical (and mental) health needs of at least all school-age migrant children residing in all school districts, enabling them to participate in all school and other activities in as normal a manner as possible.

Data for the complete evaluation of the physical health aspect of this objective has not been readily available. Some selected projects have done an outstanding job of documenting their efforts. For example, one project documents 566 cases of specific health services provided. These services include dental, vision, hearing, and general physical examinations. In another case, eye glasses were provided for two students.

In reviewing specific objectives of the local projects, thirty indicated that some aspect of physical health was an objective (i.e., providing clothing, medical help, hot lunches, etc.). Of these, nine reported on their successful accomplishment of these objectives. In the other cases, for whatever reasons, supporting data was not received.

Although the data that was submitted was certainly favorable, it was not received in sufficient quantity to determine whether or not the State's objective was really accomplished in this area.

A variety of objectives at the local level were also aimed at the achievement of certain tasks relating to the area of mental health. These were in the form of special services and/or personnel which were designed to provide greater opportunity for individual students to have successful and rewarding school experiences. Among those activities were the hiring of bilingual personnel, counselors, and home-school coordinators, the development of cultural programs within the school program, and an emphasis on career planning. Almost every project reported this type of objective. Nine reported they felt they had been successful. All migrant children served were covered by accident insurance. Fifty-nine claims, totaling \$1,635.50, were paid by the insurance agency.

It is apparent that local districts who participate in the state program for migrant children are indeed very aware of the needs in this area. However, techniques to measure many of the desired affective outcomes are not generally known. It is unreasonable to assume that local districts, with limited expertise in this area, should really be able to produce good data to document affective growth. Hence, the reliance on activities rather than student outcomes seems acceptable enough. However, it is curious that, of 32 specific objectives aimed at various activities, only 9 chose to report success.

As with the physical health area, it is difficult to draw any firm conclusions from the data. It would appear that local projects will need much more state assistance with the evaluation of their health objectives if they are going to report useful data back to the State.

Objective: Record Transfer System

Through the services of a consultant and a Migrant Student Records component, provide the schools with pertinent and useful data for each migrant student, enabling the schools to place the students in educational programs which best fit their needs.

The Uniform Migrant Student Record Transfer System began in 1969 as a totally manual operation. This past year, for the second year, an automated system has been used to improve educational services to the migrant children of Washington.

Every migrant student in each of the forty migrant programs reported has an individual record in this system. The record includes information such as the name of a parent or guardian, schools attended with dates, health information, and test scores. The central data bank for the system is located at Little Rock, Arkansas. Four teletypes in Washington are linked into the system--one each at Moses Lake and Othello, and two at Sunnyside.

Washington's program for migrant students has provided the employment of a records clerk for each project, as well as six full-time and one part-time terminal operator. A Migrant Records Consultant has the responsibility for training local school records clerks. He meets regularly with the terminal operators to keep them up with changes in regulations. The Migrant Records Consultant has also conducted numerous other sessions around the State on the use of the records system. He regularly visits the various migrant programs to assist with the smooth operation of the system.

It is clear from these observations that this particular objective has been met.

Objective: Project Monitoring

Through the full-time services of two consultants who will work directly with the schools with individual projects, provide monitoring of all migrant educational projects for the purposes of insuring viability and project effectiveness; project planning assistance and instruction to project schools and institutions; inservice instruction to parent councils and project staffs; coordination and information dissemination between migrant programs and other migrant-serving agencies; and ongoing evaluation of migrant educational projects being implemented over the entire State.

The two migrant education consultants were very active during the year. Examination of daily log sheets for 10 months indicates that, on the average, each of the forty projects was monitored or visited about five times. There is no doubt that local projects are receiving the direct services that were intended.

The consultants have been involved in a variety of activities. In the area of project applications, technical assistance was given in the writing of applications, preparation of budget detail, and in submitting later amendments. During program operations, services were provided in the preparation of materials for meetings, help was given to find and select staff, workshops were offered to new teachers and aides, guidelines were developed for home visitors, and in one project assistance was given in the preparation of a screening instrument for student placement in a tutorial program.

The consultants also represented the migrant programs in a wide variety of meetings. Among these were school boards, COP Advisory Boards, Parent Advisory Councils, directors of migrant programs, State Migrant Advisory Committee, Department of Welfare Advisory Board, and the State Advisory Council on Vocational Education. Other formal presentations were given to the School Nurses of Washington and a program at Pacific Lutheran University. The Migrant Records Transfer System and projects were discussed at several different meetings around the State.

One of the important functions of the consultants has been to be available to projects that need assistance with problems that arise. Consultant records indicate that frequent meetings of this type have taken place.

The administrators of each project were asked to comment on the services provided by the consultants. These comments were overwhelmingly positive. Many took the time to indicate that the services had been outstanding and very helpful.

The above discussion is indicative of the types of activities the consultants have been involved with, and indicate that the objective has been met in a highly satisfactory manner.

SUMMER PROGRAMS

A total of fifteen summer projects were funded for migrant students at a total cost of \$231,724. These programs most frequently lasted for either a four-week or six-week period, and most were conducted for about a six-hour period each day.

Of the fifteen projects, nine submitted reports at the end of their programs. The type of reporting in the summer projects was even less consistent than during the regular school year. Only one district reported on the form requested by the State. None submitted the supplementary statistics report (State Form P-251).

The nine reports submitted tried to report some of the highlights of particular projects. The most common means of reporting was to request a page or two of evaluation from each staff member. Most of these reports were largely subjective, but staff members were overwhelmingly in agreement that their time had been well spent.

The activities reported were quite similar in many projects. The most common activities included reading and mathematics instruction, swimming lessons and other forms of physical education, library services, free snacks and/or lunches, field trips, arts and crafts, and a host of health and medical services.

For the nine programs reporting, supporting evidence was available which documented that these activities had actually taken place. In fact, the amount of record-keeping that was done on individual students was extremely impressive. The data submitted most commonly included xeroxed copies of hand-written information.

Since any kind of consistent information is lacking, a summary across projects is not possible. However, this evaluator does not see this as a particular weakness. It would seem that the purpose for conducting summer programs is to offer continuing educational and enrichment opportunities for migrant students who have needs that extend beyond the typical nine month school year. It is abundantly clear from the reports received that these opportunities have been made available, and have been used by migrant students.

The evidence available from the nine summer programs suggests without doubt that these projects have been beneficial to hundreds of migrant students in the State of Washington. Because so many different staff members were involved in a variety of evaluations, and since they were so positive about the outcomes of their own projects, it is apparent to this evaluator that the summer program has been a large success.

EXEMPLARY PROGRAMS

Each of the projects around the State undoubtedly had a particular aspect which was outstanding. This could include a specific teacher, an entire building, or the way some defined need was satisfied in a different and unusual manner. However, the following six projects, in the judgment of the migrant education consultants and the Supervisor of Migrant Education, have distinguished themselves as being particularly exemplary in the State of Washington.

Bridgeport School District

This project worked on a highly individualized basis with about 30 students through the use of a teacher and two aides during the 60 days of the program. Through the use of Language Masters, listening posts, and other teaching machines, the program remained flexible and ready to change the different language needs of the students. Student interest was sufficient that recess periods were frequently cut short by the students themselves to work in the project. A nurse was made available to the project, and free or reduced-price lunches offered to all students. Achievement evidence was documented more thoroughly than most, and progress was considerably above expectation.

Mabton School District

The Mabton project served approximately 250 migrant children through the use of 2 additional teachers, 9 aides, a counselor, and a home visitor. Of these staff, one teacher and 3 aides were bilingual. Students were instructed in small groups in writing, speaking, and listening to English. Art, music, folk dancing, and stories were devices employed to assist students to learn more about their own culture. This project had a particularly active parent advisory council that met fourteen times during the project, and played an important role in shaping the project. The last few weeks of this project was a pilot for a model entitled "Discover Unrealized Student Talents."

Othello School District

This project served 533 migrant students. The outstanding part of this program was their implementation and use of the DISTAR materials and methods. With DISTAR as their base, they were able to do an outstanding job of documenting individual student progress. Standardized achievement tests were also used, as well as a locally developed check list. Records and related norm information were extremely well documented. This project also had a very active parent advisory council.

Wenatchee School District

Wenatchee's project served 129 migrant students in 6 elementary schools. Seven teachers and a home visitor were involved in the program. Precision teaching techniques were used, and this resulted in 206 instructional objectives being prepared. Individual student charts were used for purposes of continuous measurement. The home visitor maintained extremely thorough records of the family contacts that were made. The program evaluation did a particularly good job in speaking to the assessment of its own specified objectives.

Intermediate School District No. 102 (Walla Walla) -- Summer Project

The summer project offered by ISD No. 102 used an approach that was unique in the State. Ten bilingual high school students were trained and then placed in local offices of state agencies to interpret to Spanish-speaking people the services that agency could offer them. The students worked 40-hour weeks for 6 weeks, and were paid for their services at the rate of \$2.00 per hour. Each agency involved evaluated the students that worked for them. Though most agreed the work week should have been shorter, there was general agreement that the program offered a worthwhile service and provided a particularly valuable educational experience for the students.

FINDINGS

1. The Migrant Program has met its objectives during the past year. However, more precise procedures for data collection, particularly in the health area, need to be implemented.
2. It apparently is not always clear to project staff what it means to include "supporting data."
3. There is a high degree of support for the work being done by the migrant education consultants.
4. The two centers at Moses Lake and Toppenish continue to provide worthwhile and useful services to local migrant projects.
5. It is evident from reports received that staffs involved with migrant programs are dedicated to their jobs, and firm in their beliefs that their programs are truly benefiting migrant children.

RECOMMENDATIONS

1. The forms devised for collecting information and evaluative information from local projects should be revised so they ask questions which will provide the State with better information to evaluate its own objectives.
2. The actual numbers of objectives written by most projects should be greatly reduced to a very few that are based on the highest priority needs. Once this has been accomplished, local projects should be required to speak to their accomplishment on these objectives. As it is now, projects write so many objectives it is unreasonable to expect serious efforts at evaluating all of them.
3. The burden of summarizing achievement data should be placed at the project level to eliminate submission of page after page of individual student data. This information is not very usable unless it has also been summarized by the local project staff.
4. District superintendents should delegate the responsibility for report writing to a staff member who has participated in the migrant program. In a few cases, it was apparent that the person writing the report had only limited involvement and information about the project.
5. The migrant education consultants should assist local districts in developing better methods for them to report their progress on the objectives relating to physical and mental health.
6. The evaluation of academic progress in the migrant program nationwide is more difficult than in other types of programs. Because of this problem, a variety of techniques have been used locally with varying degrees of success. A plan should be developed to record the results which have validity.